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ABSTRACT

In response to a requirement in Senate Bill 1751, which became a California statute on September 12, 1976, this report reviews the costs and benefits of California's membership in the Western Interstate Commission on Higher Education (WICHE), as well as the desirability of further participation in WICHE-sponsored programs. The data were derived from interviews with the WICHE staff and a study of the documents in WICHE files, including critical ones. The report is organized into four sections: (1) an analysis of the Student Exchange Program, particularly as it affects California; (2) a brief description of other WICHE programs; (3) a concise answer to the eight issues in the statute; and (4) observations gleaned and opinions formed about WICHE. (LBH)

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ED138152

California Postsecondary
Education Commission

Resolution 3-77

Proposed Resolution Concerning California's Membership
in the Western Interstate Commission on Higher Education

WHEREAS, Senate Bill 1751, Smith (Chapter 874, Statutes of 1976), directed the California Postsecondary Education Commission to:

> Report to the Legislature on the costs and benefits of California's membership in the Western Regional Education Compact and on the desirability of further participation in programs sponsored by the Western Interstate Commission for Higher Education;

and,

WHEREAS, The Commission has received the report from Dr. Brice Ratchford, with whom the Commission contracted to do the study; and

WHEREAS, The Commission has reviewed the findings and conclusions of the report; and

WHEREAS, The Commission has considered the advantages and disadvantages of continuing as a member of WICHE; now, therefore, be it

RESOLVED, That the California Postsecondary Education Commission recommends that California remain a member of the Western Interstate Commission on Higher Education; and be it further

RESOLVED, That this recommendation and Report on the Western Interstate Commission on Higher Education be transmitted formally to the Governor, the Legislature, and other appropriate agencies.

Adopted
February 17, 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Report on Western Interstate Commission on Higher Education

by

C. Brice Ratchford

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REPORT ON WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION

Senate Bill 1751 became a California statute on September 12, 1976 and required a report on WICHE before January 1, 1977. The report meets this requirement and responds as specifically as possible to the eight issues in the statute.

The data used in the report and opinions offered were derived from extensive interviews with the WICHE staff and a study of dozens of documents in the WICHE files, including some that are critical of WICHE. An example of the latter is the WICHE budget review by the Western States Legislative Fiscal Affairs Association dated August 2, 1976. Contact was made in person, by letter, or telephone with every institution receiving WICHE students. Contact was also made in person, by letter, or telephone with Commissioners, state government officials, and some persons who have been active participants in WICHE sponsored programs. Every effort was made to identify and contact persons who were known to be critical of all or part of WICHE. A list of persons contacted is attached as Appendix 1.

The report is organized into four sections which are: 1) an analysis of the Student Exchange Program, particularly as it affects California; 2) a brief description of WICHE programs in addition to the Student Exchange Program, particularly as they affect California; 3) a concise answer to the eight issues in the statute; and 4) observations gleaned, and opinions formed about WICHE. The last section is added in the hope that it may be useful to those making decisions about the future of WICHE.

I. THE STUDENT EXCHANGE PROGRAM

The Compact which was consumated in 1953 specifically directed that WICHE develop such contractual arrangements as may be necessary with institutions of higher education in the Western region to provide adequate services and facilities for graduate and professional education for the citizens of the respective states. The Compact recognized that many states did not have the students or financial resources to establish schools in all of the "technical professional and graduate fields." Attention was directed initially to dentistry, public health, medicine, and veterinary medicine because these were the fields where trained manpower was in very short supply and the cost of such programs is extremely high. Over the years, additional programs have been added.

The current status of the program in terms of number of programs and participants is given in Table I. In 1975-76, 134 professional schools (up from 98 a year earlier) agreed to enroll WICHE certified students and 90 schools (up from 71) actually enrolled WICHE students. California is the only state not sending students to some other state and Alaska is the only one not receiving some students.

The financial impact of the Student Exchange Program in California is shown in statistical terms in Tables II and III. These tables were prepared by the WICHE staff but were checked by the author. If WICHE continues essentially in its present form the assumptions as to the final results are probably conservative because the numbers of estimated participants is likely low. The projections of WICHE support are based upon payments per student per year that will become effective in fiscal year 1977-78. These rates are more appropriate than current rates because the report relates to future action that California may consider. Based upon studies made by the WICHE staff and a highly regarded and very expensive study, published in January, 1974, by the National Academy of Sciences on the Cost of Education in the Health Professions, the new fees along with the amount paid to the institutions by students and the federal capitation grants per student are equal to or at least near the actual cost of education at the average institution. The fees certainly cover marginal costs.

Table II shows a net gain of $1,040,455 to the independent institutions in California as a result of participation in WICHE. Table III shows similar data for the California public institutions, where the net gain above regular fees for out-of-state students amounts to $409,260. The significance of these figures is discussed in Part III of the report.

In addition to the traditional Student Exchange Program, there are five additional student exchange programs. They deserve mention not because of their current size or financial costs, but due to their potential for the future. The programs with a brief explanation of each is as follows:

1. Mineral Engineering Program - There are specialized mineral engineering programs in eight WICHE states. The programs suffered severe declines in already modest enrollments during the late sixties and early seventies. This was the period in which enrollment in almost all engineering and technical fields declined. The impact of the downfall in enrollment was greatest in fields with existing small enrollments because small academic programs invariably have less flexibility for adjusting budgets than larger ones. Additional students could be handled at essentially no added cost. Further, a critical mass of students is as essential as a critical mass of faculty to having high academic quality. At the request of the eight institutions, WICHE took the lead in developing a recruitment program for students in states without such programs. The cooperating schools charge resident tuition only. They do not receive additional funds for accepting students through the exchange. There were 60 students involved in 1975-76, up from 54 in the preceding year.

2. Community College Student Exchange - This program has two components. One would enable a student in one state who lived closer to a community college in another state to attend the most convenient school at resident tuition. The other component permits students to attend a community college out of state offering a program that was not available in his own state at resident tuition. There were 93 students involved in this exchange, and there is no flow of public dollars.

3. WICHE Scholars - This program authorized WICHE to transmit non-resident tuition to a state and the standard charge to a private school on behalf of a student whose name and educational objectives were certified by a Compact state. Fields need not be endorsed by the Commission and the fee paid is that determined by the receiving educational institution through publication of a tuition figure. Public and private institutions, as well as proprietary schools, may be participants. States provide dollars if they wish to participate. This program is just starting and four students are enrolled in the current year.

4. WICHE Fellows - This program, which is just being started with five states participating, will provide for a regional flow of students in graduate education when opportunity for a particular course of study is not offered in the home state of a student. The state institutions are the participants. In addition to the benefits of access, the student pays only resident tuition if accepted into a program designated for this type of exchange.

5. WICHE-TECH - This is a program which has been authorized by the Commission but not initiated. The purpose is to provide opportunities in vocational technical education when opportunity is not available in the district or state in which a student resides. Public institutions would be the participants. Benefits to the student would be access and paying resident fees.

There was almost 100 percent agreement that the Student Exchange Program has, is, and will continue to perform a useful function for each and

every state that is a member of the Compact. There were those individuals who thought their state should have additional student slots. There were also some differences of opinion as to the size of the exchange fee. The small amount of controversy in what amounts to total endorsement of the idea was amazing to the author. The reasons given for support of WICHE were diverse and interesting. The most usual reason given for support by "sending states" was providing access to students and trained manpower for their state without having to build schools which the state could not afford. A person from one of the more populous states and one that is primarily a "receiving state," indicated that the existence of WICHE had provided an effective political argument to prevent construction of a school of optometry and possible expansion of other expensive professional schools. A statement which was repeated by several persons was that if WICHE did not exist, a whole series of bilateral agreements would have to be negotiated. The staff time required to negotiate the dozens, perhaps hundreds of agreements, would cost more than the annual state dues to WICHE. Of greater importance is that without WICHE there could well be a bidding war for both student slots and the amount paid. Several states which do have bilateral agreements outside of the region, indicate that their cost per student is higher than the WICHE negotiated rates. Any other major drawback to bilateral agreements is that a "sending state" is to accept or reject the contract. While there is some disagreement within the Compact about the amount of the fee, the fact that everyone has a chance to participate in the negotiations is deemed highly desirable. WICHE is given a great deal of credit for the somewhat new and different arrangement which has led to the expansion of the Veterinary Medicine School at Colorado State University. The physical expansion of that school, which is being made with borrowed funds guaranteed by WICHE support fees, will significantly increase the number of slots for several of the states and reduce pressure on the other veterinary schools in the region to expand enrollment or accept more out-of-state students. The independent institutions find the SEP to be an important source of revenue. One individual said his only comment about the Student Exchange Program was that, "it was worth its weight in gold." The comments made in the preceding sentences are typical of the remarks about the SEP.

The specific impact of the Student Exchange Program on California will be discussed in Part III and general observations and recommendations regarding the Student Exchange Program will be included in Part IV of the report.

II. WICHE PROGRAMS IN ADDITION TO THE STUDENT EXCHANGE PROGRAM

Most of the questions and criticisms of WICHE derived from programs operated in addition to the Student Exchange Program. Two or three persons even questioned the legality and propriety of WICHE going beyond the SEP. The Compact and the bylaws not only permit but mandate the Commission to go further than the limited Student Exchange Program. The first two paragraphs of Article I of the Compact read as follows:

> WHEREAS, the future of this Nation and of the Western States is dependent upon the quality of the education of its youth; and
>
> WHEREAS, many of the Western States individually do not have sufficient numbers of potential students to warrant the establishment and maintenance within their borders of adequate facilities in all of the essential fields of technical professional, and graduate training, nor do all the states have the financial ability to furnish within their borders institutions capable of providing acceptable standards of training in all of the fields mentioned above.

The first paragraph of Article VIII reads as follows:

> It shall be the duty of the Commission to enter into such contractual agreements with any institutions in the Region offering graduate or professional education and with any of the compacting states or territories as may be required in the judgment of the Commission to provide adequate services and facilities of graduate and professional education for the citizens of the respective compacting states or territories. The Commission shall first endeavor to provide adequate services and facilities in the fields of dentistry, medicine, public health, and veterinary medicine, and may undertake similar activities in other professional and graduate fields.

In paragraph II of Article VIII(b) the following is stated:

> It shall be the duty of the Commission to undertake studies of needs for professional and graduate educational facilities in the Region, the resources for meeting such needs, and the long-range effects of the Compact on higher education; and from time to time to prepare comprehensive reports on such research for presentation to the Western Governor's Conference and to the legislatures of the compacting states and territories. In conducting such studies, the Commission may confer with any national or regional planning body which may be established. The Commission shall draft and recommend to the Governors of the various compacting states and territories, uniform legislation dealing with problems of higher education in the Region.

Perhaps of greater significance are the bylaws which appropriately are more explicit than the basic document. The bylaws of the Commission adopted in 1952 revised in 1961, 1964, 1965 and 1971, read as follows beginning with Section 2, Article I (quotation includes all of Article I except a legal description of WICHE).

Section 2. Goals

WICHE's goals are, through regional cooperation, to increase and improve opportunities in higher education for men and women in the thirteen western states; to increase the pool of specialized manpower in these states; and thereby to advance the educational, social, cultural, and economic development of the region.

Section 3. Objectives

In order to achieve these goals, WICHE has established the following objectives:

a. To improve the quality of education beyond the high school

b. To expand educational opportunities, including those in continuing education

c. To coordinate and expand interstate and interinstitutional cooperative programs

d. To help institutions of higher education improve both their academic administration and institutional management

e. To assist the educational community to appraise and respond to the changing needs of the West

f. To raise the public's level of understanding of the role of higher education

Section 4. Functions

In developing its program, WICHE functions in accordance with the following statements:

a. It serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services.

b. It has no authority or control over member states or individual educational institutions; rather it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

c. It serves as a fact-finding agency and a clearinghouse of information about higher educations, and makes studies of needs and resources in the West.

d. It acts as a catalyst in helping member states work out programs of mutual advantage by gathering information, analyzing problems, and suggesting solutions.

e. It serves as a neutral convener on interstate problems and aims to build bridges of understanding among all the various constituencies that have a stake in education beyond the high school.

f. It cooperates with recognized state, regional, and national agencies, organizations, and institutions with similar concerns and avoids duplication of effort where feasible.

Section 5. Program Criteria

The names of the agency implies certain criteria:

a. Western. The program has significant implications for the West, but may have implications for other states as well. Often, there are national implications.

b. Interstate. The program has significant implications for more than one state -- usually a group of states -- sometimes all thirteen. Interstate and interinstitutional cooperation are implied.

c. Commission. The program is sponsored or co-sponsored by the Commission and has its approval.

d. Higher Education. The program has a significant component related to some aspect of higher education -- that is, education beyond the high school, including continuing education and adult education.

It is the opinion of the author that programs, in addition to the Student Exchange Program, are mandated. The door is not left open, however, for WICHE to do any and everything that is requested of it or in which staff members may have an interest. Considerable guidance about the type of programs which are appropriate are provided in the bylaws. Dr. Sirotkin, the new Director, is working with the staff and Commissioners, as well as other interested and involved groups, to more clearly define the mission of WICHE. This activity is important not only to determine which projects or activities are appropriate, but of greater importance to establish priorities among many alternatives for the use of limited resources.

At the time of the last annual report the major WICHE programs are as listed below. The new streamlined organization classifies all programs under six categories which are: Student Exchange Program (SEP), Nursing (WCHEN), Planning Resources in Minority Education (PRIME), Western Interstate Library Coordinating Organization (WILCO), Resource Development Internship Program (RDIP), and Mental Health and Human Services.

Program 2 (Faculty Development - Minority Content in Mental Health), Program 5 (Minority Recruitment and Input into Social Work Education), and Program 8 (Knowledge and Skill Needs of Community Health) have been completed. A new program is Evaluation in Fulfilling Accountability Demand. The phasing out of programs where the objectives have been achieved and initiating new ones with greater relevance to current problems is highly desirable and reflects credit to the WICHE Commissioners and staff.

The major programs operated by WICHE in the past fiscal year are as follows:

1. Western Council on Higher Education in Nursing (WCHEN)
2. Faculty Development - Minority Content in Mental Health
3. WICHE Corrections Program
4. Model Applications and Programs Improving Mental Health Services on Western Campuses
5. Minority Recruitment and Input into Social Work Education
6. Western Center for Continuing Education in Mental Health
7. Survey and Analysis of Training Needs State Level Mental Health Staff
8. Knowledge and Skill Needs of Community Mental Health
9. Resources Development Internship Program (RDIP)
10. Planning Resources in Minority Education (PRIME)
11. Western Interstate Library Coordination Organization (WILCO)

The WICHE staff has developed a brief narrative on each of these programs and has included notes on the involvement in California. These are included as Appendix 2. The author has checked the statements and they appear to be accurate in terms of program description and the involvement in California.

It is important to note that most of the total cost of the projects in question are funded by grants and contracts from foundations and the federal government. An abbreviated financial statement is shown in Table IV. For the current fiscal year the so-called hard money, which is all that can be attributed to current or past state contributions, amounts to 9 percent of the total budget, excluding the SEP support fees. If the regional medical program which is being phased out and NCHEMS which is being established as an independent agency are excluded, 14 percent of the total budget is funded by hard dollars.

One criticism which has been leveled at WICHE was that it would find where dollars could be secured and then develop programs to use the funds. In the past the allegation may have been true in isolated cases. Certainly the charge does not apply today as all grant proposals are measured against the mission of WICHE and must receive approval of at least the Executive Committee of the Commissioners before being submitted to the funding agency.

The process by which ideas are selected to be forwarded to potential granting agencies is significant. Those who will be involved as participants in the projects assist in program development. In several cases there is a formalized structure to assist in program planning and evaluation. The nursing program (WCHEN) is highly structured with program advice coming from a board of directors and an array of special purpose steering committees. The mental health programs are guided by the Western Council on Mental Health and Human Services which consist of at least one person from each state that is involved personally with mental health and human services' problems. Incidentally, California currently has two representatives on the Council. The library program is given direction by the Western Council of State Librarians. The minority recruitment and input into the social work educational programs was given direction by the deans of the 14 schools of social work in the region but the deans were not structured formally as a council. In all program areas, however, there is either a formal or informal group which advises the WICHE staff. All actions of the advisory groups are subject to review and approval by the Commission.

The genesis of several of the programs explains WICHE's involvement. The nursing profession which includes educators, administrators and the several classes of nurses rendering patient care has been in a state of flux. The exact role that the nurses will play in the health delivery team continues to evolve. Communications among the various groups involved in the nursing profession have been extremely poor. Research in all aspects of nursing was essentially nonexistent. Nurses in the West prompted WICHE to start projects in the field and its efforts have been highly successful. WCHEN's organization is viable, active and popular.

The efforts have resulted in changes in the nursing curricula and a substantial continuing education program. Much of the data which caused changes in curricula and provided the material for the continuing education programs came from research conducted under the auspices of WICHE.

WICHE became involved in mental health programs at the request of the Western Conference of the Council of State Governments at the time there was a national move toward outpatient and community-based mental health programs, rather than a few large institutions with tight security (September 25, 1956).[1] It was obvious that most professionals in the field would require additional training to work with the new concept. There was also a need for changes in curricula that trained young people for work in mental health. The problem was universal throughout the region and could be solved only by higher education. WICHE was the logical organization to be assigned the task.

Libraries are at the heart of the learning process, particularly in institutions of higher education. A number of years ago each state librarian received a small federal grant for the purpose of conducting continuing education programs to upgrade librarians in their states. The state librarians did not know how to go about the task and in many states the allotment was so small that nothing significant could be accomplished with the funds available. The librarians agreed to pool their federal money and asked WICHE to take on the assignment. The comments about the future possibilities of this program are given in Part IV of the report.

Support for the programs under discussion by persons contacted was far from unanimous. As previously indicated, a few thought WICHE should limit itself to student exchange programs and objected to the programs for that reason. Several people felt that some of the programs were no more than tangential to higher education and for that reason should not be conducted.

The vast majority of the people contacted did feel that WICHE had to go beyond the Student Exchange Program. With the possible exception of WCHEN, one or more persons had serious reservations about each program. At the same time <u>each</u> program also had strong proponents. There was more disagreement about the mental health and human service programs than others. One interviewee who was knowledgable of WICHE, as well as conditions in the West, said he was not surprised by differences of opinion about these programs. He pointed out that there were strong differences of opinion about similar programs in each of the states; one should expect such differences to be reflected in WICHE programs. He concluded that the fact that there were differences of opinion was a good reason for WICHE, which is a neutral agency, to be involved in such programs on a regional basis.

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1. This action was preceded by a request for a study of training needs in 1954 and was followed by an action of the Western Governor's Conference in 1965 that requested the states to contribute funds on a voluntary basis to continue WICHE's mental health programs.

III. RESPONSES TO ISSUES IN THE STATUTE

In this part of the report a response is given to each issue included in the statute.

Section 1(a)

The costs and benefits to California from participation in WICHE programs.

Currently the direct costs to California for participation in WICHE are dues of $28,000 annually which are scheduled to increase to $39,000 in fiscal year 1978 and a voluntary contribution of $15,000 per year for the Western Council on Mental Health and Human Services. This latter item is usually paid from the contractual services budget of each state's mental health agency.

The one concretely measurable return to California is the inflow of $1,449,715 to institutions in the state above what would have been received from regular fees for participation in the Student Exchange Program.[2] This is discussed in greater detail in Section 1(e). There are other real benefits but a dollar value cannot be firmly established as is the case for all education and most other human services. Assuming the programs are worthwhile--and they are judged to be so by participants, funding agencies, and by those who have evaluated specific programs--the extent of participation gives some idea of their benefit. California has participated in all of the programs listed in Part II and described in some detail in Appendix 2 except the "Survey and Analysis of Training Needs of State Level Mental Health Staff." Some examples of participation and benefits are cited.

WCHEN has 163 participating schools and all 84 California institutions with nursing programs are members. One of eight of the current WCHEN projects is developing models for introducing cultural diversity in nursing curricula. In California six nursing service agencies and three nursing schools worked to develop the curriculum model, which is now being tested and demonstrated in ten schools and one clinical agency in California.

Eight of the fourteen schools of social work that developed the program to strengthen graduate social work programs in racial minority curricula are in California. . . . "The testing of the third phase of this project which begins to link the service delivery system with the University system began with working seminars in Los Angeles (for black mental health workers) and in San Francisco (for Asians). Seminars in Tucson, Arizona (for Chicanos) and Seattle, Washington (for mixed groups of ethnic minorities) included California representatives. Follow-up under the new grant for racial minority training programs will also include workshops in Los Angeles and the Bay Area."

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2. In the case of public institutions, the term regular means nonresident.

California has participated actively in the WICHE corrections program which is designed to improve the management skills of executive level correctional administrators and to provide training for probation/ parole level personnel in alternative approaches in dealing with the offender.

The eight schools of social work in California have actively participated in the recruitment of minority students into social work graduate programs and 78 minority students have completed this training. The project was funded by NIMH and California institutions received $88,306 and the students were paid $286,915 for stipends and living allowances.

One achievement of the Western Center for Continuing Education in Mental Health is the development of consortia representing the academic and delivery agencies concerned with mental health in the San Francisco Bay area and Los Angeles Metropolitan area which have as objectives--sharing resources, preventing duplication and developing new programs.

The Resources Development Internship Program is unique in that it provides students with a learning experience, an opportunity to earn money, and also render a community service. During the past three years, 43 California students have been placed on 27 projects in California and 34 in projects outside California. The average cost of each internship is $1,800, primarily for student support. Approximately half the cost is paid by WICHE grant funds and half by the sponsoring agencies. The 77 students have accumulated benefits in excess of $138,600 with $68,300 coming from WICHE grant funds, which amounts to $23,100 per year coming into the state.

As a result of the Planning Resources in Minority Education Program, a project designed to enhance the higher educational opportunities for American Indians, California tribes have written proposals which have been funded at approximately $1,200,000.

CONCLUSION - Section 1(a)

It appears that the benefits to California far exceed the costs from participation in WICHE programs.

Section 1(b)

A study of the program administration costs and salary levels of the WICHE staff and a comparison of those similar organizations.

The only organizations in the nation which are reasonably similar in purpose and organization are the Education Commission of the States, the New England Board of Higher Education, and the Southern Regional Education Board. These organizations did make their budgets available but asked that they not be identified in the comparison. While the budgets are not prepared in the same format and titles are not the same, the comparison of staff numbers and salaries by major personnel classes which is shown in Table V, is reasonably accurate. The data do not

indicate that either the salary levels or the number of persons involved in administration at WICHE are out of line with similar organizations. The author knows that both are low when compared to either single campus universities or university systems.

WICHE is an academic institution. Its staff must deal with administrative officers at institutions of higher learning. The WICHE organization has no authority to order anyone to do anything. Its effectiveness depends upon communication, persuasion, stimulation primarily through presenting new ideas and concepts, and serving as a respected impartial catalyst and activator. In order to accomplish this complex assignment, the staff must have the same academic credentials as those with whom they work. (The author will not justify the logic of the last statement but it is a fact of life). This situation mandates that WICHE recruit from the national academic market. Educators are paid relatively high in relation to ther state and local, and even federal government employees. In states where salaries are public, it is usual that headlines in local newspapers quote a fairly long list of university personnel who make higher salaries than the governor and all other state employees. University presidents and many vice presidents are paid more than the governor. The average salary in medical schools often exceeds the governor's salary. WICHE is very much involved in the health professions. The salary situation in education is not limited to higher education. Many administrators in the elementary and secondary school sector are paid as highly as university administrators. (The author will not attempt to justify the high salaries in education *vis a vis*, those in other public positions, but again it is a fact of life and until the market changes, WICHE must pay salaries that appear high to some persons)..

CONCLUSION - Section 1(b)

The salary levels and percent of the budget going to administration at WICHE certainly do not exceed those of comparable institutions. They are generally low when compared with those in the types of institutions of higher education with which the WICHE staff must work. This is particularly true when job security (tenure) and in some cases fringe benefits of WICHE staff are compared with the regular institutions of higher learning. The author has a very strong feeling that the salaries attached to the positions are low.

It was not a purpose of the study to evaluate WICHE personnel. Those staff members who were interviewed did appear competent and were certainly dedicated to their assignments. The author was bold enough to ask several persons why they joined WICHE. In no case was a salary a major attraction--it was dedication to the program.

Every person contacted was very complimentary of the new Director, Phil Sirotkin. He has already streamlined the organizational structure and trimmed the staff. Excluding NCHEMS, the staff was reduced by 56 for the current fiscal year. Of greater importance is a universal feeling that he does understand the purposes of WICHE

and believes in using the governing board in helping make policy decisions. He is also dedicated to complete and accurate communications with all parties who are involved in WICHE. The author was impressed with his belief in having clear and firm policies and for having priorities which are constantly updated. It will take at least one, and in some cases, two years for the Director to make many changes because contracts in existence must be completed.

Section 1(c)

The extent to which California could participate in WICHE programs without being a member of the compact.

This issue can be addressed only in speculative terms. Comments of those interviewed have influenced the remarks on this issue.

The only definitive conclusion that can be reached is that the Commissioners must decide if California as a state decides to withdraw from the Compact, could it officially participate in WICHE programs. No person who was interviewed would address the issue directly. Several persons indicated that the withdrawal of California would destroy WICHE because there would be a domino effect. At least two persons thought it would be a good idea if California did get out because the result would be a consortium of states with a common interest that could bargain more effectively with other states. Persons with this view were obviously from "sending states" in the SEP. Many persons in and out of California state that it would be a grave mistake for California to withdraw even if costs to the state exceeded benefits (a conclusion that the author refutes), because California may find itself in the same role as the United States in the United Nations. The United States stays in the United Nations not only for what it has to offer, but because it must keep a membership to influence what happens elsewhere and it does receive benefits.

One respondent added a dimension that is not obvious as the issue is worded. The person suggested that the well organized programs such as WCHEN, WILCO, and the Western Council on Mental Health and Human Services could and would continue if WICHE passed away. They could continue and probably would, but they would have to substantially change their operating procedures. Each would need to employ a director and have a sophisticated business office. The federal government is very demanding that grantees have a reliable and responsible fiscal system. All federal grants are audited and it is an exceptional audit when some expenditure is not disallowed. Funds must be available to reimburse the disallowance. The most significant feature of each organization going "on its own bottom" would be the reluctance of federal agencies and foundations to grant funds to an organization with questionable fiscal responsibility (creditability is derived from past performances) and having staff who do not understand and know how to be "grantspersons." The clear result of the several groups "going on their own" would be added total costs, proliferation of regional groups, and probably poorer results in terms of grants.

CONCLUSION - Section 1(c)

The conclusion is the opinion of the author. There are no hard data on this issue and those interviewed were not firm in their responses.

The withdrawal of California from the Compact would not destroy WICHE but it would completely change the situation with adverse effects for all concerned. It is doubtful if the Commissioners would let California participate in the long run in selected programs without some charge. The costs to California to participate in selected programs would be higher than current charges. WICHE has assessed each state the same fee which is in sharp contrast to the New England Consortium which allocates dues in proportion to population. The WICHE policy automatically gives a break to California.

While it would not happen immediately, the withdrawal would over time begin to eliminate California from the Compact programs. Individual contracts would be negotiated with California institutions for slots for students and on a bidding basis. The results would not be satisfactory to anyone. As stated previously, some of the WICHE components such as WCHEN would continue to exist. However, without the WICHE umbrella, the costs would be higher and the benefits lower. State government will also lose much of the control it now exercises over agencies such as WCHEN if it operates outside the umbrella of WICHE.

Section 1(d)

The possibility that California could conduct programs similar to WICHE programs without assistance from WICHE.

As in Section 1(c), this issue can be responded to only in speculative terms. California can mount all of the programs handled by WICHE. The appropriate questions are the cost to California to take such steps and whether the state would take the same actions. The latter phrase is related to Sections 1(f) and (g).

In order to approximate a response to the issue, it must be assumed that California wants to, and would, conduct all of the programs currently handled by WICHE. The Student Exchange Program could be handled by the individual institutions, by an officer created in State government, or in the California Postsecondary Education Commission. If the work is handled by the individual institutions, the cost will not appear as individual line item appropriations in the budgets. However, the cost in terms of days of time and travel devoted by major administrative officers will be high. The cost of negotiating a series of bilateral contracts will exceed the total cost to the state for participating in WICHE. The author is certain of this because of his personal experiences as an administrator at the University of Missouri which did have a

lengthy list of bilateral agreements. The cost of administering such agreements was high. The author is an economist by training and has specialized in international economics. The consequences of bilateral trade agreements *vis a vis*, a common market clearly favors the common market approach. The WICHE Student Exchange Program, as well as others, make the common market system a much more efficient approach to a generally accepted goal. The cost of an official in the Postsecondary Education Commission plus the necessary secretarial, travel and office expenses would exceed the state's annual fee. As one person who was interviewed stated, "the proposed State fee is equivalent to the salary plus support of one full professor or three janitors."

The picture is more complex in programs other than SEP. A number of grants that WICHE administers are restricted to regional effort by granting agencies. The author estimates that at least 75 percent of the grants and contracts made to WICHE would not be available to any individual state. California could conduct the programs but the cost would have to be paid from California general funds. While no estimate is made of the actual cost, it would certainly exceed the annual state fee to WICHE.

CONCLUSION - Section 1(d)

It is repeated that this issue can be addressed fairly only if it is assumed that California would continue the same programs that WICHE is now conducting. With this assumption, it clearly is a benefit for California to continue as part of WICHE. Many of the WICHE grants and contracts would not be available to California as a single state. There is also a serious question whether the quality of programs, particularly as addressed in Section 1(f), would be at the present level. Other states do have unique personnel and physical resources that help improve the quality of regional programs.

Section 1(e)

The costs and benefits to California of WICHE's student exchange program and the impact on California graduate schools in terms of revenues and possible displacement of California resident students.

Part I of this report indicated the financial impact of the WICHE Student Exchange Program. California institutions are receiving $1,449,715 above what would have been secured if regular fees had been assessed rather than the negotiated SEP rates. The part of the issue which remains to be discussed is the possible displacement of California residents by WICHE students.

Several of the independent universities which are major receivers of WICHE students are national institutions. For reasons completely unrelated to WICHE they deliberately recruit students and solicit funds nationwide. Only one independent institution indicated that participation in WICHE

displaced any California residents. Two other institutions indicated WICHE students received a preference over other non-California residents but they did not displace California residents. All schools in this category requested that the report reflect that the WICHE program benefited their California residents because the added income helped keep tuition lower. Also, WICHE students usually require little student financial aid which leaves more for California natives.

The University of California system is the major receiver of students in the public sector. It is the policy of that institution to accept a small percent of non-California residents in its advanced professional schools for academic reasons. For the current year, about eight percent of the students in the health science fields are nonresidents. Such an admissions policy is almost universal in public universities. Not only do students from a number of locations provide a more cosmopolitan situation, but requirements for admission for nonresidents are higher than for natives. The out-of-state students often prove to be the pacesetters for the class. Any professor will testify that some very bright and highly motivated students will increase the learning level of the entire class. The University of California system generally gives no preference to WICHE certified students over other out-of-state students. In one dentistry school, WICHE certified students are considered along with state residents, but generally, those WICHE students who are admitted would have been accepted regardless of their special status. A major exception to the general rule is the Veterinary Medicine College at the University of California, Davis. It is the policy of that school to take only California residents except for one or two persons in each class who are WICHE certified. It is interesting that while the University of California, Davis in 1975-76 accepted two WICHE students, in the same year five native Californians gained admission to public veterinary schools in other states because of the policy of those schools of taking approximately ten percent of each class from out of state. Officials at the University of California, Davis were somewhat surprised at the results because they feel that their policy of not accepting nonresidents causes other states to discriminate against California natives. In the opinion of the author the policy probably does cause discrimination. A more liberal policy on admission of out-of-state students at the University of California, Davis in veterinary medicine, should result in more California natives having an opportunity to go to veterinary schools elsewhere.

CONCLUSION - Section 1(e)

The WICHE Student Exchange Program is clearly an asset to California. It does bring financial assets to the state. The non-California students who matriculate in California often decide to live and work in the state--thus adding to the trained pool of manpower in California. This tendency has caused two states who are part of the Compact to try to require that the graduates return to their native state to practice for at least four years.

The author found it impossible to prove that California natives, with one exception, are denied access to advanced professional schools because of WICHE. Indeed, a more liberal policy in the public sector of higher education on admitting out-of-state students might result in more opportunities for California natives to enter advanced professional schools in other states with the balance of payments in the favor of California.

The independent institutions clearly benefit for the Student Exchange Program. The new fee structure for SEP does cover the marginal cost at the public institutions. Hence the $409,260 is a net benefit to California.

The State of California must make a decision on the funding of its veterinary medical school. The Congressional Act (Health Professions Education Act of 1976) passed in the final days of the Ninety-fourth Congress required that all veterinary schools accept at least 20 percent of its students from states without veterinary schools in order to qualify for federal capitation grants which amount to $1,500 per student per year. An alternative for keeping the federal capitation grants is to increase enrollment by at least ten percent, and the school must determine feasibility of this course of action. If the school at the University of California, Davis does not change its admission policies, the state must fund the loss in federal grants, expect a deterioration in quality, or a diversion of funds from other university programs to the Veterinary Medicine Program at the University of California, Davis.

A point which may have relevance is that it is relatively easy for a person to become a California citizen for tuition purposes. The WICHE certified students keep their out-of-state status throughout their training. Any enterprising and highly motivated person can qualify as a California resident in one year and there are apparently thousands of people who do.

Section 1(f)

The impact of WICHE programs in (1) stimulating new ideas and programs in California colleges, (2) increasing interinstitutional cooperation among California colleges, (3) increasing or decreasing the availability of federal and private grants for California colleges, and (4) improving instructional programs within California colleges.

WICHE has stimulated new ideas and programs in California colleges. The changes are documentable in nursing education, graduate social work programs, and in the many disciplines which contribute to the general areas of mental health and corrections. The ideas which resulted in new and changed programs came out of research projects which were funded from federal sources and conferences which brought professionals in the same fields together for the first time. Each institution of higher learning

is responsible for its programs. This means that someone within each institution must get a new idea which eventually works its way into a programmatic change. Some of the more significant changes are difficult to quantify. One change in a number of programs has been to make the formal educational process more relevant to responsibilities that graduates must assume. The changes in nursing degree curricula, the increasing concern for and knowledge of how to recruit and train minority students, and the internships for social science students in economic development are evidence of successful innovations.

WICHE has been responsible for increasing interinstitutional cooperation among California colleges. While it should not happen, the author has observed that in many disciplines, regional or national meetings result in people within the same state getting to know each other. "Knowing each other" is essential to greater cooperation.

A different type of interinstitutional cooperation from that inferred in the issue has occurred. The most significant contribution in the general area of cooperation is bringing together different academic professions and practitioners interested in the same program area. Within the nursing program the academic heads of programs did know each other and did meet frequently to exchange information. The same situation applied to nursing administrators and the several classes of nurses. WICHE projects did result in all people interested in nursing education getting together to plan how to more effectively perform the end objective--a more effective health care system. The same phenomena has occurred as a result of WICHE in the field of mental health. Academic psychiatrists, clinical psychologists, and social workers have cooperated to make their academic programs more complimentary and have joined with those responsible for delivery of care in mental health to make the entire system more effective.

In the opinion of the author, WICHE has enhanced the opportunity of California colleges to receive federal and private grants. As stated earlier, most of the grants to WICHE would not be available to individual states. Some of the ideas which have evolved from WICHE operations have enabled California colleges to apply for and receive federal grants.

WICHE has improved instructional programs in California colleges. The changes in nursing and mental health have been mentioned. The changes in curricula to more effectively serve the needs of minority students is another example of a change in instructional programs. Extended degree programs are one of the emerging trends in higher education. These programs are directed to persons who cannot or will not enroll in regular on-campus degree programs. The number of schools offering such programs is increasing. There is wide variation in quality, and the most effective delivery systems are yet to be determined. WICHE is helping to respond to these concerns. The activities of WILCO will improve all academic programs. The library is at the heart of the learning process. More effective librarians and access to a wider variety of

library materials in more locations will certainly improve learning opportunities. The economic impact of WILCO is discussed in Part IV of the report.

CONCLUSION - Section 1(f)

WICHE programs have stimulated new ideas and programs in California colleges; it has increased interinstitutional cooperation among California colleges; it has increased the possibility of federal and private grants for California colleges; and it has improved instructional programs within California colleges. A more significant contribution may be changes which relate academic programs more closely to the world of work that the graduates of California institutions of higher learning will undertake. The reason that WICHE has been able to accomplish this result relates to its governing structure and its performance as a respected impartial agent.

Section 1(g)

WICHE's impact in increasing interstate cooperation, and the benefits derived by California from such cooperative activities and programs.

WICHE has without question, increased interstate cooperation in the Western region. The development of organizations such as WCHEN and WILCO, which undoubtedly will continue to exist even if WICHE is abolished, attest to the fact. Initially, WICHE followed a policy of sponsoring only programs in which every state of the Western region had an interest. More recently a policy has been adopted of working on some programs with part of the states who are members of the Compact to achieve the overall objective. An example of the latter effort includes the very innovative approach to expanding opportunities in veterinary medicine at Colorado State University. WICHE played a significant role in the development of the condition which lead to these arrangements. The WAMI Project in Medical Education (Washington, Alaska, Montana, and Idaho) is likely an outgrowth of WICHE studies on health education.

The value to California of participating in WICHE has been discussed in Parts I and II of the report. A firm price tag cannot be assigned to the benefits of participation in WICHE programs other than SEP, however, the author feels that the benefits to California are significant. For example, assume that senior university professors at one of the California campuses participate in a project designed on how to more effectively deliver mental health care in rural areas. While California is a very metropolitan state, it does have some very rural areas. These professors will learn, and undoubtedly, incorporate their experiences into activities in California. This theoretical case raises a more significant question--namely, whether California as a state would have assigned a sufficiently high priority to have one of its institutions of higher learning spend

time on a matter of concern to a relatively small number of rural residents. The same question could well be raised as to whether California would have started cooperation among libraries within the state, the special minority programs, the internship for social science students in economic development, and other like programs without the leadership of WICHE.

CONCLUSION - Section 1(g)

WICHE has been responsible for increased interstate cooperation and California has benefited from such cooperative activities.

Section 1(h)

Describe and evaluate the role of California WICHE representatives in the decision-making process and how their effectiveness can be improved.

The governance plan for WICHE is extremely well conceived. The governor of each state makes three appointments to the Board of Commissioners and in most states confirmation must be made by the state senate. The governor may appoint state government officials, leaders in higher education, or citizens without any official capacity. Appointment policies have varied, but the Board of Commissioners does include a reasonable mix of educators, political officials (elected and appointed), as well as citizens. The author has had personal experience with two regional university consortia. The Big Ten plus the University of Chicago, has sponsored an organization labeled CIC to promote the objectives similar to those of WICHE. It has experienced limited success. MAASU which is the Big Eight minus Colorado, is another association with objectives comparable to WICHE. This association has achieved few tangible results but is moving in the direction that WICHE has taken. While the organizations are not fully comparable, one big weakness of the CIC and MAASU organizations is that the governance is vested entirely in the presidents of the participating universities.[3] A great strength of WICHE, as well as the New England Board of Higher Education and the Southern Regional Education Board, is the inclusion of nonacademic types in the governing body.

CONCLUSION - Section 1(h)

The immediate move that the State of California can make to improve its position in the decision-making process of WICHE is for the Governor to fill the two vacant Commissioner positions. The representatives that the Governor appoints should be individuals with stature and who can speak with knowledge about California's concerns in higher education. While the author has never attended a meeting

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3. These organizations are dissimilar in that they do not represent all of higher education in the states involved. Further, there is a legal difference between a compact and a consortium which is participated in at the pleasure of each university. The compact has legal status awarded by the governing body of the participating states.

of the Board of Commissioners of WICHE, he gathers that the representatives from California are heard and they speak. The dues structure of WICHE in effect, dictates that California will have no greater official voice in governance than any other state. Again, the situation of California within WICHE might be compared to that of the United States within the United Nations. While everyone does not love the State of California, its opinions cannot be disregarded.

IV. THE FUTURE OF WICHE

Higher education is moving into a new era. From 1946 until recently, institutions have faced a buyer's market. The population growth plus a higher percentage of young people taking advantage of higher learning have pressed institutions to accommodate well qualified students. The last thirty years have also brought many additional institutions of higher learning, particularly at the junior college level. University systems have become commonplace. Every state has established some sort of coordinating board or 1202 Commission. There has been a tremendous proliferation of Ph.D. programs. New health science schools have been built and their impact in terms of the number of persons who will be available to deliver health care will, in the near future, about double the annual production of professionals.

Society's priorities have apparently changed. Higher education is not perceived as the only route to a "better life." Inflation continues to erode the value of finances available for higher education, in spite of the fact that budgets of both independent and public institutions increase annually in absolute terms.[4]

Unless there is an unexpected change in the percent of citizens participating in higher education, or a different attitude is accepted toward continuing education, the average institution of higher learning faces a stable situation optimistically and pessimistically a declining situation. This will be a very traumatic experience for a generation of faculty and administrators who have had to cope with problems of growth.

The anticipated new situation in higher education makes it imperative that organizations such as WICHE exist and expand their functions. A number of programs at all academic levels will experience declining enrollment. It will be the exceptional institution that will be able to reduce staff and physical facilities sufficiently to avoid an increase in the average cost of instruction for students in these programs. At the same time that some programs are experiencing declining enrollment, there will be a need for some new programs because of the continuing growth in the body of technology. It is important that the new programs be planned on a regional basis, in order to avoid further needless duplication. Faculty and physical resources at an institution as well as natural resources might result in the new programs being placed in any state in the Western region. California may well become a "sending state." While the cost of education in the health professions has received major attention, there are some Ph.D. programs and other highly technical curricula with low enrollment where the cost per student will equal or exceed the cost of that in the health professions. It is

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4. There is a time span of almost eight years from the time a person enters medical school and begins private practice. The time span in dentistry and veterinary medicine is at least four years.

important that newer concepts such as the WICHE Fellows Program be fully explored. The Fellows Program provides what amounts to a common market for designated advanced degree programs. In many programs increased enrollment will not result in added costs. Quality can also be improved in programs which are underpopulated because quality requires both a critical mass of high quality professors and a critical mass of high quality students.

In the preceding paragraph attention was focused on programs that may be added in the future. Each institution must decide what to do with existing programs that may have lost their viability. WICHE can be helpful in solving the latter problem by maintaining an inventory of the enrollments and costs of such programs and make the information available to the individual institutions considering reducing or eliminating a program. Experiences of how some institutions of higher learning are able to effectively "wind down" or eliminate programs without creating unnecessary turmoil and travail will have wide interest and be useful for all of higher education in the Western region.

Historically, WICHE has placed primary emphasis on health science programs. According to estimates of the American Medical Association, the American Association of Medical Colleges and many health manpower planners, when all of the new programs are fully operational there may be a surplus of personnel trained in the delivery of health care. This conclusion does not relate to the interest of persons to enroll in such programs. Society must judge between the desire of individuals to participate and the need of society for the profession. It is not a responsibility of the author to make that judgment. It is quite clear, however, that the main problem in the health sciences is not the total number of qualified professionals, but where they are locating and their specialized training. The type of training and location cannot be determined by WICHE and perhaps even by state and federal governments. Data on available manpower and its location are important and it seems clear that regional planning for training of personnel in the health sciences is increasingly important. The Student Exchange Program will continue to be needed and possibly could be one tool for influencing the type of training and the location of manpower.

Another WICHE program which has been mentioned is WILCO. No university or public library can continue to acquire a comprehensive set of basic materials for two reasons. The cost of library material plus the cost of cataloging is increasing at about twice the annual rate of inflation. Unless new technology is adopted, such as microfilm or microfiche, every library that is maintaining its collection is faced with a substantial addition to physical facilities about every five years. A number of states in the Western region are addressing this problem internally. At the same time librarians were complimentary of the WICHE effort which has a very small budget and which assists not only the individual state efforts but provides a single tie to national library resources. WILCO is also keeping abreast of new technologies in all aspects of library services.

As mentioned earlier the mental health and human service activities of WICHE are more controversial than others. The author was amazed at what the WICHE staff had been able to accomplish in this field. The fact that it was a catalyst for establishing consortia, including health educators and health providers in several disciplines in Los Angeles and San Francisco is amazing. The reason for the success has not been explained, but it did happen.

It is an increasing policy of the federal government to operate on a regional basis. Several federal officials interviewed said that there is a very pragmatic reason for this attitude. The federal government simply does not want to get involved in giving grants for every program to every state. As one staff member stated, "the cost of negotiating the contract is essentially the same regardless of its size." Also a grant to every state (or city or county) may be so small, that there is no opportunity for any significant results. Furthermore, the Congress and the Administration are trying to enhance regional programs in the hopes of improving quality and increasing efficiency through an exchange in expertise.

WICHE does have an established track record in administering federal grants. It does have an established overhead rate for indirect costs. Many institutions, including the University of California system, are still grappling with this problem. In the opinion of the author, WICHE is an excellent agency for receiving and administering federal grants. As indicated earlier it is not competitive with, and is likely supplementary to, states in securing federal grants.

It is the intention of the author to keep this report short. He started out with no information concerning WICHE other than what the acronym meant. He has ended up with the conclusion that it performs a most valuable service and should be continued. Some individuals who have been interviewed feel that the withdrawal of California from WICHE would result in its demise. This would be a most unfortunate circumstance because every trend points to the need for increased regional cooperation. Perhaps California should work harder to find ways to benefit from the consortia.

The basic governing structure of WICHE is very sound. It is suggested that the governors name individuals to serve as Commissioners who have a knowledge of and a concern with higher education. Further, a balance should be maintained between professional educators, governmental officials, and concerned citizens. The new Executive Director of WICHE intends to use the wisdom of the Commissioners. It is the task of the governors to be sure that responsible, knowledgeable, and concerned people are nominated to the Board of Commissioners.

The Southern Regional Education Board just released a list of new priorities for higher education in a publication labeled Priorities for Postsecondary Education in the South. A summary of the recommendations is included as Appendix 3. Similar efforts are needed in other regions and WICHE is the logical organization to respond to the situation in the West.

TABLES

TABLE I

SUMMARY OF ENROLLMENT OF WICHE STUDENTS

BY ACADEMIC DISCIPLINE

	1975-76	1976-77
Medicine	248	212
Dentistry	214	233
Veterinary Medicine	232	258
Dental Hygiene	26	19
Physical Therapy	44	41
Occupational Therapy	69	74
Optometry	161	198
Podiatry	18	18
Forestry	36	39
Graduate Library Studies	14	15
Law	73	107
Pharmacy	4	9
Graduate Nursing Education	1	1
Public Health	0	0
TOTAL ALL FIELDS	1,140	1,224

TABLE II

COMPARISON OF TUITION WAIVED AND SUPPORT FEES RECEIVED FOR
WICHE SEP STUDENTS AT CALIFORNIA PRIVATE INSTITUTIONS PROJECTED FOR 1977-78

	Number of Institutions	Tuition[a] Waived	No. of[b] Students	Total Tuition Waived	Support[c] Fees	Difference
Medicine	3	$2,760	29 1/6	$ 80,500	$350,000	$269,500
Dentistry	3	2,875	94 5/6	272,646	853,500	580,854
Dental Hygiene	2	1,980	3	5,940	12,600	6,660
Physical Therapy	4	2,300	26 1/4	60,375	89,250	28,875
Occupational Therapy	1	2,700	2	5,400	6,800	1,400
Optometry	1	2,340	47	109,980	197,400	87,420
Podiatry[d]	1	2,590	23 1/3	60,433	112,000	51,567
Graduate Library Studies	1	2,485	1 1/2	3,728	5,100	1,372
Law	6	2,025	23	46,575	59,800	13,225
Pharmacy	1	3,435	1/2	1,718	1,300	(418)
TOTALS			250 7/12	$647,295	$1687,750	$1040,455

a. WICHE policy states private institutions charge SEP students not more than one-third standard tuition. Tuition waived figure is a composite of all private school's tuition field by field, weighted according to attendance, less the one-third paid by the student. A 15 percent increase over 1975-76 figures has been projected for 1977-78.

b. Academic year equivalents. 1975-76 attendance figures assumed for 1977-78.

c. Support fees are at 1977-78 rates established by WICHE Commission.

d. The 1977-78 figure is not simply a 15 percent increase on the 1975-76 figure because of adjustment reflecting change in academic calendar and related tuition rate.

TABLE III

COMPARISON OF TUITION WAIVED AND SUPPORT FEES RECEIVED FOR
WICHE SEP STUDENTS AT CALIFORNIA PUBLIC INSTITUTIONS PROJECTED FOR 1977-78

	Number of Institutions[d]	Tuition Waived[a]	No. of Students[b]	Total Tuition Waived	Support Fees[c]	Difference
Medicine	5	$1,905	16	$ 30,480	$192,000	$161,520
Dentistry	2	1,905	23 1/3	44,450	210,000	165,550
Veterinary Medicine	1	1,905	7 2/3	14,805	69,000	54,195
Dental Hygiene	1	1,905	1	1,905	4,200	2,295
Physical Therapy	1	1,905	3	5,715	10,200	4,485
Occupational Therapy		1,440	1/2	720	1,700	980
Optometry	1	1,905	7	13,335	29,400	16,065
Forestry	1	1,905	1	1,905	2,600	695
Law	3	1,905	5	9,525	13,000	3,475
TOTALS			65 1/2	$122,840	$532,100	$409,260

a. SEP students at a public institution pay resident tuition. Tuition waived is the difference between nonresident and resident tuition. The 1977-78 projected figure is based on the actual 1976-77 tuition figure in California public institutions which we are assuming will remain the same for 1977-78.

b. Academic year equivalents. 1975-76 attendance figures assumed for 1977-78. Graduate library studies were omitted from this table as the only public school admitting SEP students in 1975-76 lost accreditation (San Jose State U.)

c. Support fees are at 1977-78 rates established by WICHE Commission.

d. For purpose of this study each campus of the University of California system is considered as a separate institution.

TABLE IV

WICHE
Fiscal Information
1975-76 and 1976-77

	1975-76 Actual Expenditures	1976-77 Estimated Expenditures
Hard Money		
1. Annual dues from the states of $28,000 each and voluntary fees from states for mental health programs	$ 454,000	$ 461,500
2. Interest income on state funds	95,669	75,800
3. State carryover funds - general fund	70,046	40,025
4. State carryover funds - mental health fund	19,419	63,203
5. State escrow funds used	16,874	10,000
6. TOTAL HARD MONEY	656,008	650,528
Soft Money (grants and contracts for specific projects for federal, state and private agencies, sales of publications, and seminar fees)		
7. Direct costs	6,692,847	5,297,301
8. Indirect costs	962,866	884,473
9. TOTAL SOFT MONEY	7,655,713	6,181,774
10. TOTAL EXPENDITURES EXCLUDING SEP FEES	8,311,721	6,832,302
11. SEP support fees paid to schools by the states through WICHE	4,329,489	5,100,000
12. TOTAL	$12,641,210 1/	$11,932,302 2/
Full time equivalent staff positions budgeted		
On hard money and indirect cost reimbursements:		
Exempt	34	30
Non-Exempt	40	29
TOTAL POSITIONS ON HARD MONEY AND INDIRECT COSTS	74	59
On grants and contracts excluding indirect costs:		
Exempt	96	70
Non-Exempt	51	36
TOTAL POSITIONS ON GRANTS & CONTRACTS	147	106
Total positions:		
Exempt	130	100
Non-Exempt	91	65
TOTAL POSITIONS ALL STAFF	221 3/	165 3/

NOTES:
1/ Includes NCHEMS expenditures of $2,074,813 and RMP expenditures of $1,677,881.
2/ Includes NCHEMS estimated expenditures of $1,900,000 and RMP estimated expenditures of $521,000.
3/ Includes NCHEMS staff of 65 on 7/1/75 and 59 on 7/1/76.

TABLE V--SALARIES AND STAFF NUMBERS

INTERSTATE ORGANIZATIONS ON EDUCATION[1/]

	WICHE* 7/1/76 - 6/30/77			Organization #1 10/1/76 - 9/30/77			Organization #2 7/1/76 - 6/30/77			Organization #3 7/1/76 - 6/30/77		
	FTE	%**	Av. Sal.	FTE	%**	Av. Sal.	FTE	%**	Av. Sal.	FTE	%**	Av. Sal.
Exec. Director	1.0	1.1%	$46,087	1.0	.5%	$48,200	1.0	2.1%	$39,620	1.0	1.9%	$48,000
Exec. & Upper Management and Administrative Staff	4.0	4.3%	35,350	9.0	4.8%	35,641	5.0	10.7%	26,166	4.0	7.5%	31,500
Program Operations & Middle Mgmt. Staff	44.85	48.4%	20,645	106.5	56.7%	31,646	27.5	58.5%	15,026	25.0	47.2%	20,500
Support Staff-Clerical, Sec. and Operative Staff	42.9	46.2%	8,700	71.5	38.0%	8,621	13.5	28.7%	7,669	23.0	43.4%	7,600

*Excludes NCHEMS and RMP

**Percent of total staff

1/Includes Education Commission of the States, Southern Regional Educational Board, and New England Board of Higher Education.

APPENDICES

APPENDIX 1.

PERSONS CONTACTED

WICHE	
Phillip Sirotkin	Executive Director
All Senior Staff including:	
Chris Veasey	Executive Assistant
George C. Lowe, Jr.	Deputy Director
Kevin Bunnell	Office of the Associate Director
John Staley	Director of Administration
Marvin Myers	Personnel Manager
William R. McConnell	Director of SEP
Jo Eleanor Elliott	Director Nursing Programs
Patricia Locke	Director Planning Resources in Minority Education
Karl Pearson	Technical Coordinator of WILCO
ALASKA	
William Wood	President emeritus, University of Alaska, and and former WICHE Commission
ARIZONA	
Sharlene Sweetow	University of Arizona, School of Medicine
Herbert Rhodes	State Certifying Officer
Lawrence Woodall	Executive Coordinator, Board of Regents
CALIFORNIA	
James A. Bush	Southern California Consortium on Continuing Education in Mental Health
Helen L. Olander	Southern California Consortium on Continuing Education in Mental Health

CALIFORNIA

Ellis R. Wayne	Southern California Consortium on Continuing Education in Mental Health
Donald H. Naftulin	Southern California Consortium on Continuing Education in Mental Health
Dale Redig	Dean School of Dentistry, University of Pacific
Donald T. Brown	Northern California Conference of Human Services for Continuing Educators
James M. Kouzes	Northern California Conference of Human Services for Continuing Educators
Barbara Byfield	Northern California Conference of Human Services for Continuing Educators
George Cardinett	Dean School of Veterinary Medicine, University of California-Davis
Higgins Bailey	President, California College of Podiatric Medicine
Richard Hopping	President, Southern California College of Optometry
Lisa DeAmicis	Office of Senator Jerry Smith, California
Arthur Marmaduke	Student Aid Commission, State of California
Edmund F. Ackell-- plus 3 associates	Vice President, Health Affairs, USC
Morgan Odell	Executive Director, Association of Independent California Colleges and Universities
Robert Manual	Loma Linda University, California
Charles Gocke	California Department of Finance
Hal Geiogue	California Legislative Analyst's Office
Verle Waters	Ellone College, California
Glenn Dumke	WICHE Commissioner and Chancellor, California System of State Colleges and Universities
Donald C. Swain-- plus 3 associates	University of California System
Jerry Smith	Senator, State of California

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D. Gale Sellens	WICHE Commissioner, Colorado
A. R. Chamberlain	WICHE Commissioner and President, Colorado State University
David Sorenson	University of Colorado Medical Center
William J. Tietz	Dean, Colorado State University, School of Veterinary Medicine & Biomedical Sciences
James R. Clinkingbeard	University of Colorado Medical Center
Alice C. Jantzen	Colorado State University, Occupational Therapy Department
HAWAII	
Martha Tsukiyama	University of Hawaii at Manoa, School of Medicine
IDAHO	
John Swartley	Member, State Board of Education, Idaho
Martha Jones	WICHE Commissioner, Idaho
Ernest Hartung	WICHE Commissioner and President, University of Idaho
Linda Stalley	Idaho State University, Department of Dental Hygiene
Cecil Andrus	Governor
MONTANA	
John LaFaver	Legislative Fiscal Analyst
Lawrence Pettit	Commissioner of Higher Education
NEVADA	
Neil D. Humphrey	Chancellor, University of Nevada System
Owen Peck	University of Nevada, School of Medical Sciences
Michael O'Callahan	Governor
Fred Anderson	WICHE Commissioner
Thomas T. Tucker	WICHE Commissioner

NEW MEXICO	
Diane Klepper	University of New Mexico, School of Medicine
Fred Chreist, Jr.	State Certifying Officer, University of New Mexico
Joseph Scaletti	University of New Mexico Physical Therapy Program
Ferrel Heady	WICHE Commissioner, New Mexico
Robert Huff	Executive Secretary, New Mexico Board of Educational Finance
Lenton Malry	WICHE Commissioner and State Representative
OREGON	
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Dick B. Speight	Director Admissions & Registrar, University of Oregon Health Sciences Center
Phillip D. Ray	University of Oregon, School of Dentistry
Douglas White	Lane Community College, Dental Hygiene Program
James Gerhardt	Oregon Institute of Technology, Dental Hygiene Program
Rachel K. Espey	University of Oregon Health Sciences Center, Department of Dental Hygiene
Jean Baldwin	Pacific University, Physical Therapy Program
Willard Bleything	Pacific University, College of Optometry
Gladys McCoy	State Ombudsman & WICHE Commissioner
UTAH	
Calvin Rampton	Governor
Kent Allsop	University of Utah, Physical Therapy Program
Jane J. Hunt	University of Utah, College of Medicine
G. Homer Durham	Former Chief Executive Board of Regents, and Former WICHE Commissioner
Donald B. Holbrook	WICHE Commissioner
WYOMING	
Gordon Myers	Chairman, Division of Allied Health Sciences, Sheridan College

WYOMING	
William C. Rector	WICHE Commissioner, State Senator
WASHINGTON	
Gordon Sandison	Commissioner, Washington, State Senator
Glenn Terrell	President, Washington State University
M. Roy Schwarz	University of Washington, School of Medicine (Head of WAMMI)
Richard A. Riedel	University of Washington, School of Dentistry
John O. Dickinson	Washington State University, College of Veterinary Medicine
Martha H. Fales	University of Washington, Department of Dental Hygiene
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APPENDIX 2.

Nursing Programs

Western Council on Higher Education for Nursing (WCHEN)

Program Description

The Council, currently composed of 358 professional nurses representing 163 schools in the WICHE states, gives direction to WICHE programs in nursing.

Through WCHEN, nurses are attacking common problems in nursing practice and nursing education, organizing ways to cope with such problems, expanding interstate and interinstitutional cooperative programs, and improving care of patients by disseminating this knowledge over the entire western region.

The Council's five Steering Committees deal with specified areas of concern: Curriculum and Teaching, Minority Issues, Research, Roles and Practice, and Sociopolitical Issues.

WICHE provides the WCHEN member schools an effective regional framework to use to improve health care.

Notes on Funding

For the operation of WCHEN in 1975-76, WICHE provided $97,200 from state contributions; a federal contract management fee provided $29,123; and $4,000 was provided by WCHEN. Beginning in 1976-77, WICHE will provide $82,515. Newly instituted participation fees from member schools will be a major source of income next year. The fee is $200 per school and its basic program, plus $50 for each additional nursing program (associate degree, baccalaureate, graduate, continuing education).

Since 1956, WCHEN has conducted 33 programs and projects, supported primarily by grants from the Federal government and from the W. K. Kellogg Foundation. The total grant funding over this period has been in excess of $9,700,000. In addition, there have been a number of smaller-scale activities, which have been self-supporting. Current grants total $2,578,184 (1975-76).

Involvement in California

All of the 84 California institutions with nursing programs are members of the Council. These schools have appointed 159 representatives to the Council.

California nurses have major roles in the planning and operation of WCHEN and its various programs and projects. There is strong participation by California nurses in WCHEN continuing education and research activities.

General Information on Policy and Operation

The following statements relate to some key factors in WCHEN philosophy and operation.

A. Impact on Grant Funding to California

1. Considering the current programs, if WICHE had not been awarded monies, the effect upon California would have been a negative one. Institutions in California were not eligible for any of the monies for which WICHE was competing.

2. WCHEN has a well established procedure for developing a proposal. The procedure requires approval at several levels to ensure that the proposed project is necessary, appropriate as a regional effort, and not in competition with individual schools or states.

B. Progressive Outlook

1. Over the past few years, several California nurses on the WCHEN Executive Board have been seen as "progressive" by their peers. Representatives to the Council are selected according to the rules and regulations of the member school. They are not chosen by staff at WICHE. Within the programs and organization of WCHEN there is a mixture of attitudes, beliefs, and postures which have resulted in a progressive, but not radical, organization.

2. The philosophy and rationale of the Regional Program for Nursing Research Development is a minority and non-traditional approach to research development. (Moves research out of universities and into practice arena; encourages nurses with less than doctoral preparation to do research.)

C. Responsiveness to Ideas from Outside WCHEN

1. To encourage input from new people and from people with non-traditional viewpoints, a new organizational structure was implemented in 1974. The new structure uses steering and ad hoc committees to address current and emerging issues in nursing education and health care.

2. The organization is committed to an active, reciprocal interaction with people associated with higher education and with health care. For this reason, a "Sociopolitical Steering Committee" was built into the new structure.

3. The new WCHEN structure makes it possible for nursing service agency members to participate in Council business meetings and for any nurse or student nurse to participate in the ad hoc committee structure.

Current WICHE Programs Developed by the Nursing Council

*A. Models for Introducing Cultural Diversity in Nursing Curricula

*B. Regional Program for Nursing Research Development

C. Training Nurses to Improve Patient Education

D. Analysis and Planning for Improved Distribution of Nursing Personnel and Services

E. Compilation of Nursing Research Instruments

F. Western Society for Research in Nursing

G. Continuing Education for Nurses in Idaho, Montana, and Wyoming

H. Feasibility Study: Leadership Preparation for Complex Organizations

A. MODELS FOR INTRODUCING CULTURAL DIVERSITY IN NURSING CURRICULA

Program Description

Many of the failures in the health care system are attributable to a lack of knowledge about the appreciation for diversity among groups of people. This project is developing curriculum models for the inclusion of multi-cultural course materials in nursing schools. Results from the three-year project will be:

a. A designation of the characteristics of practitioners who are skilled in the care of persons from ethnic groups of color.

b. A plan for developing curricular content built upon the above designation.

c. Multicultural curriculum content which has been validated and demonstrated in schools of nursing and health care delivery agencies.

Notes on Funding

The project's direct costs are supported by the W. K. Kellogg Foundation in the amount of $286,910 from December 1, 1974, to November 30, 1977. WICHE pays the indirect costs.

Involvement in California

In California, six nursing service agencies and three nursing schools worked to develop the curriculum models. The curriculum is now being tested

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*To illustrate the nature and impact of WCHEN programs, these two programs are briefly described in the following pages.

and demonstrated in ten schools and one clinical agency in California. Workshops are being conducted to teach faculty how to use the material.

Example of Impact in California

The Sutter/Yuba County Health Department, one of the participating agencies, sponsored development of a teaching document and a related workshop on the East Indian Sikh community in their area. This is a relatively small community, but important because the health department had little or no access into the community for health care needs. As a result of the project thus far, the health department staff have a permanent document which will give them orientation to this cultural group. The teaching materials have been validated by members of the Sikh group. Better health care and greater understanding will result.

This document development and workshop were made possible by the WICHE program. The Sutter/Yuba County Health Department had no funds to carry out the project, including the employment of the necessary consultant. Funds were supplied through a WICHE grant.

The document and techniques developed in this project have now been introduced into the nursing program at the California State University at Chico.

B. REGIONAL PROGRAM FOR NURSING RESEARCH DEVELOPMENT

Program Description

Changes and innovations in patient care given by nurses must be firmly supported by systematic, rigorous research. There is a shortage of nurses prepared to undertake research and there is a shortage of nursing research underway.

Through this project, groups of nurses from educational and service settings develop and conduct research in high priority areas. Staff is coordinating these groups and consulting with them to ensure the quality of their work. A series of conferences is being held to help project participants to evaluate their research and implement their findings and improve patient care.

Involvement in California

Sixty-six California nurses are working with nurses from other states in 34 research workgroups.

Example of Impact in California

Two nurses from the UCLA Coronary Unit implemented a study which dealt with the needs of the grieving spouse in a hospital setting. Using a framework of planning for change, provided by WCHEN staff, the nurses implemented a standardized care plan for the Coronary Care Unit staff to use in dealing with the spouses of critically ill patients. Afterwards, interviews with the grieving spouses showed a marked improvement in the way in which their needs were being met.

The nurses emphasized the WCHEN had given them the impetus and opportunity to study a problem that their staff nurses had identified.

FACULTY DEVELOPMENT - MINORITY CONTENT IN MENTAL HEALTH

Program Development

This project grew out of the recommendations of the Deans of the 14 schools of social work to continue the task of strengthening graduate social work programs in racial minority curriculum. The need to strengthen curriculum content led to the task of developing the skills of the faculty in schools of social work, skills which they would be required to pass on to students. The curriculum content and skills given to students in the graduate programs then needed to be tested against the actual tasks faced by caregivers in the delivery system. Consequently, the project activities were divided into three phases:

1. The development and publication of 10 monographs related to minority curriculum content and minority research issues.

2. A series of regional and local workshops aimed at faculty development.

3. The examination of the curriculum and training efforts in collaboration with staff of mental health service agencies.

Notes on Funding

The project has been funded by the Continuing Education Branch, NIMH for the period of July 1972 to June 1976. The budget for the 1975-76 year is $54,000. This budget essentially supports WICHE staff who serve in a coordinating manner in response to the expressed concerns of the constituency and in facilitating development of self-help skills.

Involvement in California

California contains eight of the fourteen schools of social work that were involved in recommending and implementing this project. The project is currently in its third phase of linking the service delivery system with the university system. As California also contains the largest minority population of the WICHE states, working seminars are being held in Los Angeles (for Black mental health workers) and in San Francisco (for Asian mental health workers) in June 1976 to test the monograph content and to develop strategies to improve minority mental health services. Approximately 30 Black university and agency leaders from California will attend the Los Angeles seminar; approximately 20 Asian leaders will attend the San Francisco seminar.

WICHE CORRECTIONS PROGRAM

Program Description

The National Advisory Commission on Criminal Justice Standards and Goals has called attention to the general problems of correctional programs and the multiple pressures on these programs to change. The WICHE Corrections Program is made up of several components designed to improve the management skills of executive level correctional administrators, to provide training for probation/parole level personnel in alternative approaches in dealing with the offender.

- National Institute of Corrections, Administrative Study (NICAS)

  Program activity was completed in December 1975 and provided up to 1500 man-days of training in management to 150 correctional managers. Topic areas covered included decision-making, problem solving, communication, personnel performance appraisal, and styles of management. Follow-up assistance and training were provided the trainees in their respective states three to four months after the initial training session.

- Organization Development in Corrections (ODC)

  Program activity will continue until December 1976, and is currently providing follow-up services to 10 agencies after 14 days of generic training for 25 persons in 20 agencies in the WICHE states. Organization development is a long-range effort to improve an organization's problem solving and renewal processes with the assistance of a change agent and the use of the theory and technology of applied behavioral science, including action research.

- Community Resources Management Team (CRMT)

  This project is currently in operation and focuses on methods to link the offender to an array of community resources by correctional agencies. The initial training year focused on 10 teams of five persons drawn from interested probation and parole agencies. This approach provides team training to a vertical slice of the agencies' currently employed staff and a training component to develop skills and understandings of advocacy and brokerage to link available community services to the offender in the community.

Involvement in California

- National Institute of Corrections, Administrative Study (NICAS)

  Twelve trainees from California, representing the California Youth Authority and the California Department of Corrections, participated in a NICAS training session in October 1975.

- Organization Development in Corrections (ODC)

  Two seven-day ODC training sessions were held in April and May of 1975 in which six correctional administrators from California participated. Five of these six returned for another week-long session in September 1975. In addition to six days of follow-up training in California between May and September of 1975, two of the California agencies represented at the ODC training were selected for ten days of intensive on-site follow-up consultation and technical assistance after the September session. This follow-up activity will continue through December 1976, and is taking place at (1) the Eastside Parole Unit, Parole and Community Services Division, California Department of Corrections; and (2) the Marin County Probation Department, San Rafael, California.

- Community Resources Management Team (CRMT)

  There are currently two active Community Resources Management Teams from California: The Monterey County Adult Probation Department and the Parole and Community Services Division, Oakland. Two additional teams are currently being selected from the following agencies who have made application: The Division of Parole and Community Services, Los Angeles; Adult Probation Department, Sacramento; and Adult Probation Department, San Francisco.

Model Applications and Programs Improving Mental Health Services on Western Campuses

Program Description

Many university campuses found that the usual student health and counseling services were not meeting either institutional or student needs. This situation was parallel to that faced by other human service agencies in developing more effective non-campus community mental health services. Phase I of this project concentrated on identifying the problems faced by institutions and students in providing an environment conducive to personal and educational growth and in the development of models (methods) to implement changes in services. Phase II of the project concentrated on the application of the models on one of nine campuses who requested assistance in improving their student mental health related services. A description of the concepts and applications of programs stimulated by the project was disseminated nationally through a regular and special issue of the Personnel and Guidance Journal (December, 1974, February, 1974). The project also published a monthly newsletter as a vehicle for communication among its constituency. The following publications are currently available as training documents for each of the three models developed:

1. Student Service Program Development, January 1976
2. An Ecosystem Model, April 1976
3. Paraprofessional and Allied Professional Programs, June 1976

Notes on Funding

The project was funded by the Special and Experimental Programs Branch, NIMH in two phases: 1970-1973 and 1973-1976. The 1975-76 budget is $141,206.

Involvement in California

Applications of one of the three models were made at University of California -Davis, Loma Linda University and Claremont College. WICHE staff worked with an institutionally-authorized campus based team over the period of a year to assess needs and initiate the program. The staff has provided on-site consultation to the University of California-Irvine, California State University in San Francisco and San Diego. A workshop at University of California-Davis drew 150 staff from California institutions to learn the skills of program development. Approximately 60 California college and university staff will attend the project's final workshop illustrating application of the models.

> "All five (team members) spent two weeks in Denver last March undergoing an intense and, in some instances, an unorthodox training program."
>
> "The reaction of team participants after nearly six months is overwhelmingly positive."
>
> "The concept is ideal for metropolitan areas. . ."

"The clients really like the CRMT concept because one of the three agents is always available."

"The team supervision plan is a real time saver, too."

Minority Recruitment and Input into Social Work Education

Program Description

A previous WICHE program, aimed at providing the Deans of the 14 schools of social work with assistance in developing new curriculum, recommended that WICHE develop a program to recruit and train minority students and faculty into the field of social work. This project was organized, after discussions with the Deans of the schools of social work and with the minority communities, to primarily recruit minority students. A second project was designed to develop curriculum. The project activities included regular consultation with university administrators, workshops for faculty development and support for recruiting and training of minority professionals. The manpower pool of trained minority professionals has been increased by approximately 200 persons in the West.

Notes on Funding

The project operated between June, 1972 to July, 1976 and was funded by the Minority Center, NIMH. The total funding level was close to one million dollars. Approximately 80-84 percent of the funds was earmarked for institution or student support. This occurred at a time when traditional sources of funds for social work students were contracting and thus represented an important new source of support for many of the graduate programs.

Involvement in California

Eight of the fourteen schools of social work in the West are in California. Students were recruited from the immediate locality whenever possible. At the present time 78 minority students have completed or will complete their training in eight California universities by July, 1976. The total amount of tuition paid to California graduate programs by the project is $88,306 plus $286,915 paid to students in California for stipends and living allowances. Perhaps more important is that the graduate programs involved have developed expertise in providing appropriate educational experiences and represent a continuing resource to California students.

Examples

The project files have numerous letters from students indicating that they would not have been able to achieve their educational goals or occupational advancement without the program.

Western Center for Continuing Education in Mental Health

Program Description

The health and mental health service delivery systems are under pressure to reorganize their activities and take on new tasks in order to make their services more accessible and effective. Continuing education programs are a primary mechanism for providing educational experiences pertinent to staff development as well as a stimulus for organizational change. The existing continuing education programs in the WICHE region expressed a need for a vehicle for sharing ideas and resources and for coordinating individual program efforts. This project was designed to provide services to continuing educators and mental health decision makers in order to integrate continuing education activities with identified agency problems. The activities of the project have focused on development of (1) need assessment methodology, (2) systems of local continuing education programs, (3) curriculum materials, (4) training techniques, (5) methods of evaluation of training. The project has established the Western Regional Council for Continuing Education in Mental Health as a regional organization to advise the project and to link local continuing education programs with each other. Close contact is maintained with similar activities was conducted and a strategy for the development of improved evaluation capabilities has been recommended by a task force to the constituency. A publication concerned with the issues and tasks relevant to the management of mental health systems is in the editing stage and will be available soon.

Notes on Funding

The project is funded by the Continuing Education Branch, NIMH. The project period is from July 1974 to June 1977. The 1975-76 budget is composed of $85,500 in federal funds and $8,650 of carryover funds from a WICHE Mental Health Division one-time only supplemental allocation.

Involvement in California

The project has helped organize interagency consortia of continuing education programs in the San Francisco bay region and in the Los Angeles metropolitan area. Each group incorporates approximately 20 persons and is designed to share resources, prevent duplication, and develop new programs. James Bush (Drew Medical School, Los Angeles) and James Kouzes (Center for Human Services Development, San Jose State University) are members of the advisory board to the project. Many California education and agency personnel have participated in the annual meetings of the Western Center for Continuing Education in Mental Health which focus on building training skills in continuing education staff. At the most recent meeting (June 1976), 17 California participants attended, representing 8 universities, 5 continuing education programs, 3 service agencies and one school district. In addition a member of the Langley-Porter Neuropsychiatric Institute was involved in designing the evaluation strategy and a member of the Research Section, Department of Health was involved in developing a future project regarding outcome measures for state level mental health programs.

Survey and Analysis of Training Needs of State Level Mental Health Staff

Program Description

State level mental health professional staff are faced with increasingly complex issues involving development of new clinical services, organizational structures, and funding patterns. This project is to develop a method of assessing the educational needs of state level staff in order to deal with emerging issues and to collect data from six sample states (Colorado, Florida, Indiana, Massachusetts, Montana, and Washington) in order to provide a national snapshot of common and unique state needs. When completed, the data will be distributed through WICHE's Western Center for Continuing Education in Mental Health to state and local training programs in the thirteen Western states. It will also allow the Western Center to develop programs to support state training efforts in ways appropriate to WICHE's functions.

Funding

Contract with NIMH Staff College for $61,994 for the period from June 1974 to December 1976. The project is currently awaiting Office of Management and Budget clearance for the procedures involved.

Involvement

California is not involved as a target state for data collection. The project, its activities, and data output have been discussed with the major training personnel at the Health Training Center in Berkeley, Center for Training in Community Psychiatry in Los Angeles, and the Department of Health Manpower Development and Training Section. All have indicated a high degree of interest in comparing local data with the broader survey sample.

Knowledge and Skill Needs of Community Mental Health

Program Description

The efficient development of personnel to deliver human services, including community mental health services, requires an assessment of the match between existing university based training programs and the skills needed to carry out those services in service programs. This project is examining the ways in which community mental health services define their task and is surveying educational institutions regarding their curricula relative to these tasks. These activities will provide a data base for development of interdisciplinary training materials pertinent to knowledge and skills required for entry into practice in public mental health programs. The following reports are currently in press:

1. Value Orientations of Community Mental Health Staff
2. Interdisciplinary Training and Interdisciplinary Functioning
3. Professional Activities and Training Needs of Community Mental Health Center Staff

Notes on Funding

NIMH $107,201 for time period June 1974 to July 1976 with additional clinical support provided by WICHE staff.

Involvement in California

The project was initially conceptualized by Dr. H. Parad, School of Social Work, University of Southern California. It was at Dr. Parad's request that WICHE became involved to provide a broader base from which to conduct the assessment. The project included 19 California community mental health centers and 13 California professional training programs. As Principal Investigator, Dr. Parad and USC have received $35,779 in direct funds.

Resources Development Internship Program

Program Description

When WICHE established a regional intern program in 1968 at the request of the Economic Development Administration, western social science students had few opportunities to serve public agencies while advancing their education.

WICHE designed its regional intern program to serve directly a small number of students and agencies in each state, especially on economic development projects like renewal of the Nevada City Opera House and expansion of two fish processing plants that created 200 new jobs in Crescent City, California.

At the same time, WICHE directed the intern program toward helping other agencies and schools establish local public service internship programs that suited their own needs. Project PROBE at UC-Davis, the EXPO Office at UCLA and the California State Government Internship Program each benefited from this assistance.

WICHE continues to operate a regional intern program in order to test the public-service internship concept in valuable new fields. For example, WICHE has provided important leadership in creating internships in environmental education and the humanities. One of WICHE's environmental interns produced a report on oil field sumps in California that has reportedly saved hundreds of thousands of birds and small animals in California and several other states. Last year, WICHE helped launch the National Bicentennial Internship Program to help encourage student involvement in the Bicentennial. WICHE has just begun an important series of internships for disabled college students and is working with several Chicano groups at their request on internships in bilingual education.

WICHE also maintains its internship program as a basis for distributing information and examples to other intern programs for their benefit and improvement. For example, last year WICHE was asked to host the Fifth Annual Conference of the National Society for Field Experience Education and was instrumental in having California selected as the site for the Sixth Annual Conference this October.

Finally, WICHE's Resources Development Internship Program offers a small opportunity for tying the West together around subjects of common and critical interest through the good offices and enthusiasm of our best student talent. For example, WICHE's program has allowed California students the opportunity to help plan the trans-Alaska pipeline, to stop the channelization of the South Platte River while creating a 400 acre park in Denver, and to contribute to the urban design of Scottsdale, Arizona.

Notes on Funding

All of these activities are maintained by the WICHE Resources Development Internship Program on a completely self-supporting basis. We have never competed with an eligible California agency for a grant to support the program.

During the past three years, the RDIP has placed 43 California students on 27 projects within the state and 34 on other projects outside California. The average cost of each internship is $1,800 primarily for student support; these 77 students thus received accumulated benefits in excess of $138,600. Since approximately half of WICHE's intern program is supported by outside grant funds and the other half by the agencies sponsoring interns, the WICHE Intern Program has been responsible for bringing approximately $23,100 per year into the State of California since 1974.

Example of Impact in California

A California student at the UC-Davis, Walt Blackford, served an internship with the California Department of Education, during which he prepared a report on environmental education resources for use in California schools. The report, distributed throughout California, helped many local school districts develop environmental education programs without seeking state funding.

Planning Resources in Minority Education (PRIME)

Program Description

California has 98,000 urban American Indians, the second largest urban Indian population of all the states. There are 79 tribal entities in California, and a total Indian population of 115,000.

Less than 2 percent of all Indians have completed four or more years of college. Lacking opportunities to attend institutions of higher education, American Indians, both urban and rural, usually do not have the experience required to develop program proposals that would bring them a greater share of federal monies to meet their educational needs.

PRIME's primary concern is to develop higher education learning center in locations accessible to tribal members, and to provide assistance in response to requests from tribal leaders regarding educational issues. In California, a major aspect of this assistance has been to conduct workshops to increase the program development skills of the Indian communitites.

Notes on Funding

The PRIME program has been funded exclusively by external grants. From July 1, 1975, through June 30, 1976, the program was composed of grants from the Educational Foundation of America for $109,381 and from the Carnegie Corporation for $14,950. The program has recently received a Ford Foundation grant totaling $125,000 for 1976-77.

Involvement in California

In response to requests from tribes, PRIME has conducted four proposal writing workshops in the past three years, for California's urban and rural American Indian people. As a result of these workshops, California's tribes have received an estimated $1,200,000 in Federal grants in the past three years--approximately $400,000 each year.

The funded projects have included curriculum development, teacher education and school board member education for special Indian schools. Other projects have developed day care centers, and early childhood education programs, and provided linguistic training.

PRIME has provided program development and evaluation assistance to the Tribal American Pre-School in Los Angeles, the San Jose Indian Center and the Los Angeles Indian Center. The program has also assisted the Northern Indian California Education project to train teachers and increase parent involvement in the education process, and has provided consultation to the American Indian Programs at San Diego State University, and the University of California, Los Angeles.

Impact in California

California Indian leaders report that as a result of the tribes' new capabilities for obtaining special project funds, there have been marked improvements both in educational programs and in Indian morale. They feel that educational programs are being changed to meet cultural needs and have also been modified to reflect more adequately the role of California Indians in the history of the state.

Western Interstate Library Coordination Organization (WILCO)

Program Description

Libraries are a major resource for the collection, storage and retrieval of knowledge for the educational community. The knowledge explosion has made inter-library transfer of information increasingly important to both faculty and students. At the same time libraries are being asked to expand their "search and coordination" capacities, however, the costs of such services are increasing.

Library leaders have asked for assistance in planning for improved services (usually through the use of computers and like communication technologies) and assistance in developing training programs to implement new services. WILCO was established in response to this request to coordinate and facilitate:

1. The interconnection of library data bases with compatible and useful systems.

2. The provision of continuing education programs to upgrade the skills of library staff.

3. The stimulation of research in library and information services.

WILCO is governed by the Western Council which is composed of the state librarian from each of the participating states (Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, South Dakota, Washington). Member states join the program on their own initiative and have increased from four in 1974 to nine in 1976. The major activities of the Western Council include planning for integrated state and regional library networks, liaison with libraries and librarians in their respective states, and developing outside funding for planned activities.

Notes on Funding

WILCO was supported for the period July 1975 through June 1976 with funds from membership fees ($183,750) and self-generated grants ($174,404). Membership fees are assessed on the basis of the state population up to a maximum of $22,444 per year. Grant support has come from the U. S. Office of Education and Council on Library Resources.

Involvement in California

California has been a member of WILCO since 1974 and has been an active participant in the planning, implementation, and expansion of the program. In order to develop their own in-state resources and capabilities, five California librarians attended the training for inter-library cooperation education program, and four librarians attended the staff development workshop. Both of these continuing education programs were grant supported.

Example

California is currently organizing the California Library Authority for Systems and Services (CLASS) to further integrate library resources within the state. In June 1976, (Palo Alto) the California State Library met with other state libraries in the West to work out the problems related to network cooperation and compatibility. California's involvement came at a time which will allow CLASS to be more sure that its systems will be able to interface with other regional and national networks.

APPENDIX 3--STATEMENT OF THE SREB

The Southern Regional Education Board has recommended nine priorities for higher education in the South in a position statement advising the "adjustments, redirection and possible contraction will be necessary if institutions of post-secondary education are to meet successfully their respective missions and challenges."

The statement, endorsed by the SREB executive committee, was drafted at a meeting of the 70-member board composed of educators, legislators and governors of the 14 Southern states. The document declares that "an era of rapid growth and expansion is drawing to a close," and since "it is unlikely that postsecondary education will receive a growing proportion of state or social resources," the challenge to educational leadership will be "to discipline educational needs."

The nine priorities are as follows:

- Selective retrenchment in over-expanded fields of graduate and professional education, while improving the representation of women and minorities, and maintaining programs of high quality.
- Heightened attention to the relationship of education and the job market.
- More extensive use of nontraditional alternatives for learning at all levels, with one benefit being the attraction of new groups to post-high school education.
- An affirmative redefinition of the purpose, meaning and value of baccalaureate education.
- A application of the talents and resources of postsecondary education by state governments to the major problems facing state agencies.
- Improved faculty productivity and performance by systematic assessment of educational outcomes.
- Improved statewide and institutional planning and decision-making.
- Continued emphasis on providing postsecondary opportunities for minority and ethnic groups, and making these efforts an integral part of the planning process.
- Adequate, equitable and efficient funding of postsecondary education as well as access for all who can benefit.

A limited supply of the report, "Priorities for Postsecondary Education in the South," is available at $2 each, payment with order, from Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313.